



Amenity horticulture
Level 2

Tutor Documentation

Produced by



For the National Learning Network Copyright © 2002 Learning Skills Council

TABLE OF CONTENTS

1. Supplier and partners - background and approach *

2. Aims and objectives *

3. Target audience *

4. Overview of content *

5. Screen design and orientation *

6. Feedback *

7. Using the product *

*a. Ways of use **

*b. Preparations for use **

*c. Use in the curriculum **

*d. Possible methods of customisation by the tutor **

8. Accessibility information *

9. Publication and copyright information *

Appendix A – Relevant Qualification and titles *

Appendix B – Description of each unit *

Appendix C – Title of each learning unit and the element *

- 1.
2. **Supplier and partners - background and approach**

The partner organisations are:

- The Land Based Colleges National Consortium Ltd (LBCNC) is a consortium of colleges working in the land-based sector, which co-operate in the development and production of quality flexible learning materials, which encourage independent learning.
- digitalbrain plc is a web-based learning platform and content production supplier to the education sector. The company has produced online learning materials for schools, colleges, trainers, companies and learners across a wide age and ability range. digitalbrain develops all the materials working closely with subject matter experts to ensure sound pedagogy and appropriateness of content for the level of learner. The company has its own teams of multi media developers in house who work in conjunction with subject experts to create interactive and engaging content. digitalbrain's

creative team includes programmers, authors, education experts, and designers who work collaboratively on all projects.

Our approach is founded on collaboration and extensive involvement of both tutors and learners. The materials have all been written by practising horticultural lecturers, and piloted extensively by tutors and students in colleges.

The materials seek to take on board the wishes of the tutors and learners involved. They adopt a practical approach, reflecting the interests of horticulturalists. They involve extensive interaction, activity and feedback, and are written in plain English, with detailed glossaries of vital technical terms.

1. Aims and objectives

The materials aim to support learners working towards a level 2 qualification in Amenity Horticulture. They aim to provide information and activity in the following main topic areas:

- Routine maintenance
- Plant establishment
- Preparing the ground
- Principles of planting design

In total there are 50 individual learning sessions, totalling 20 hours of learning.

These topic areas were chosen for online learning because:

- At some times of year it is hard to find examples of certain plants or activities. Presenting aspects of horticulture in this visual and interactive way will allow colleges to prepare students for subsequent practical work.
- Certain tasks such as pruning have important effects, which can be damaging to plants if inexpertly carried out. These materials allow the users to see the effect of different approaches in a safe environment.
- The materials help users make the links between theory and practical application by using examples and simulations.
- The materials provide access to plants and activities that may not be available in a user's own location.

Note that, while the materials could also be used independently by more able learners, they are not designed to replace classroom teaching – section 7 of these notes shows how tutors play an important role to play in selecting materials and preparing learners.

1. Target audience

The materials are designed for learners working towards a level 2 qualification in Amenity Horticulture such as:

- National Certificate in Amenity Horticulture
- The first year of a National Diploma in Amenity Horticulture
- NVQ level 2 in Amenity Horticulture

The appendix shows how each session relates to the qualifications.

The materials are designed for learners of any age from 16 onwards, and should be equally relevant to both young people and mature students.

The materials have been tested with representative users to ensure that the language and conceptual level is appropriate and that the approaches used engage and involve the target audience.

1. Overview of content

The main topics covered are as follows:

- Routine maintenance – covering weed control, pruning and training, and general maintenance of a wide range of plants.
- Plant establishment – covering the preparation and planting of a wide range of plants.
- Preparing the ground – covering soils.
- Principles of planting design – covering design principles, site analysis and the design of a range of garden features.

The full list of learning sessions is follows.

Learning session title
Routine maintenance
Weed control
What is a weed?
Types of weed
Seedlings & young weeds
Identifying weeds
Weed prevention and mechanical control
Chemical methods of weed control
Weed control – Health and Safety
Weed database and identification game
Pruning and training

Reasons for pruning
Understanding pruning
Pruning tools & training equipment
Pruning systems
Pruning and training
Topiary
Hedges
General maintenance
Maintenance of a hedge
Maintenance of a lawn
Maintenance of shrubs & small trees
Maintenance of herbaceous perennials
Maintenance of annuals for bedding
Maintenance of plants in pots
Planning garden maintenance
Preparing the ground
Soils
Introduction to soils
Soil formation processes
Weathering processes
Soil analysis
Plant establishment
Plant preparation
Plant sources
Plant specification
Plant selection and quality

Plant handling
Planting
Trees
Shrubs
Herbaceous plants
Bedding plants
Climbers
Turf
Principles of planting design
Principles of planting design
Principles of planting design
Approaches to design
Aesthetic principles
Form, habit and texture
The colour wheel
Colour harmonies
Site analysis
Introduction to Site analysis
Climate
Planting design - downloadable 'tool' includes the following:
Planting designer

1. Screen design and orientation






An example homepage:





Each separate 'learning object' has its own homepage. A variety of options are available in the central, white page area. Using these clickable icons, a user can reach:

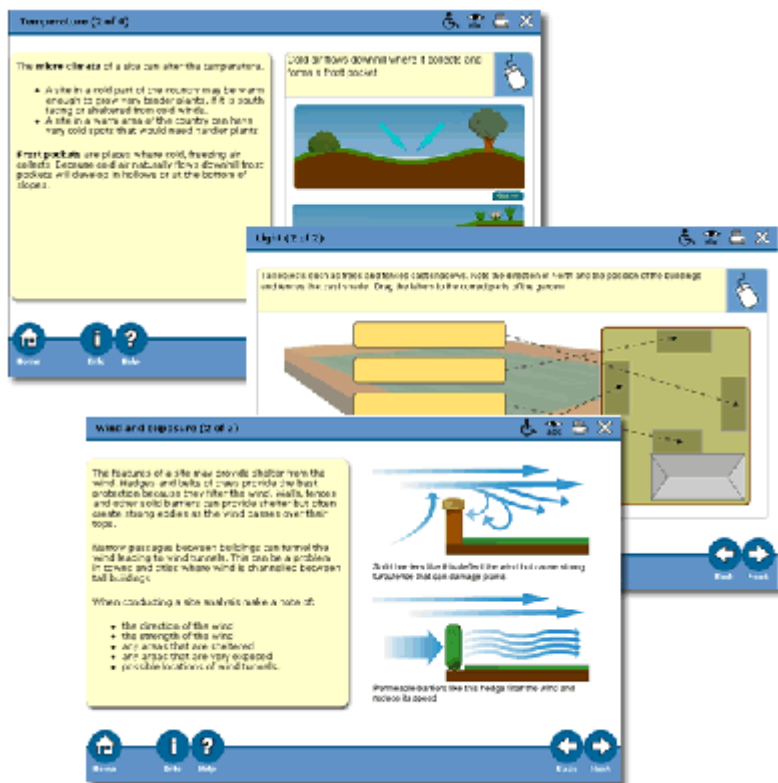
- each subsection of the content (*by clicking any of the blue circles*)
- the objectives
- a summary (*this is also available as a downloadable version in MS Word format*)
- a check your knowledge section
- a copyright notice.

Standard navigation features on all pages include:

-  - the access icon can be found at the top of the page and by clicking on this you will be taken to a link page detailing alternative access options
-  - the eye icon can be found at top of the page and by clicking on this you will be taken to a link page providing a comprehensive text only version of the content for vision impaired users
-  - the printer icon can be found at the top of the page and by clicking on this you will be taken to a link to print a copy of the current page
-  - the exit icon can be found at the top of the page and by clicking on this you will be taken to a link to exit the content and close the window
-  - the information icon can be found at the bottom of the page and by clicking on this you will be taken to a link to access additional notes about the structure and other useful information relating to the subject

-  - the help icon can be found at the bottom of the page and by clicking on this you will be taken to a help page detailing the icons
-  - the Next icon can be found at the bottom of the page and by clicking on this you move forward through the content

Example content screens:



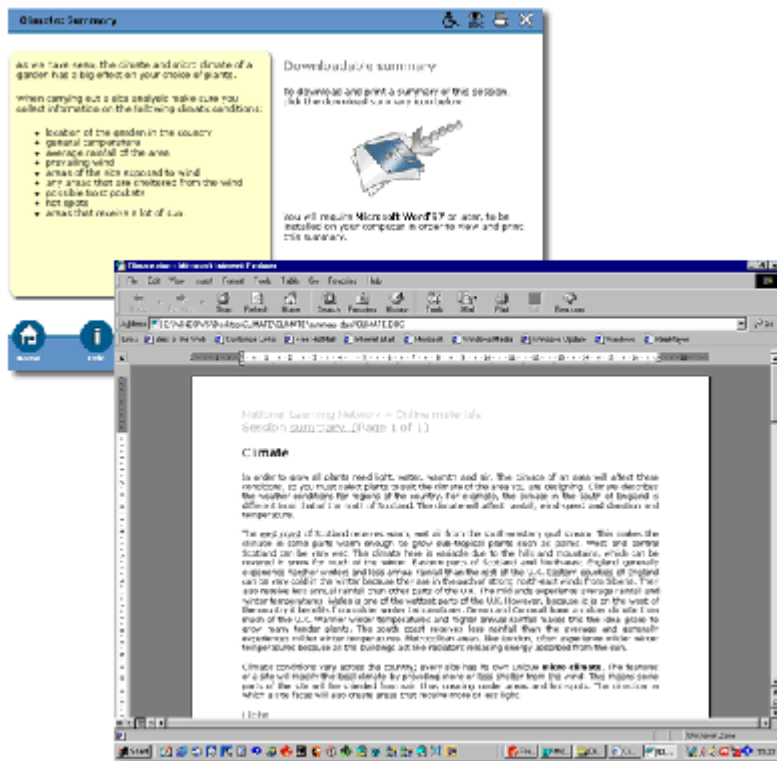
Content is clearly broken down into 'chunks' and often comprises of a mix of text and media. In many cases the media is interactive (indicated with a mouse icon) and following the instructions will result in further reinforcement of points made within the text.

The pages are designed to work well with a range of access technologies and screen readers and all images have alternative text tags. Where a piece of less accessible multimedia has been used, the text only version provides a complete text only description of the equivalent learning in accordance with the W3C recommendation to provide a separate "long description" of embedded multimedia.

The standard navigation includes:

- Next and Back buttons to move through the content
- a Home icon to take the user directly to the homepage.

Example summary page:



Each object, with the exception of one or two downloadable 'tools', includes a full and comprehensive summary of the content. This summary is also used for the text only version.

The summary is provided in MS Word format for both maximum readability with accessible technologies, and for future re-use and editing by the student or lecturer.

The summary also provides a cheaper option than printing each individual page of content if a student or tutor needed 'hard copy.'

The summary comes at the end of the content and before any 'Check your knowledge' section and a copy can be downloaded or viewed by clicking the 'disk with arrow' icon.

1. Feedback

As learners work through the material there are regular opportunities for activity and feedback.

- Within each session there are activities that encourage learners to explore the topic. Learners receive immediate feedback and encouragement.
- At the end of each session there is one or more 'check your learning' quizzes that help learners to review their understanding of the topic area. Again, learners receive immediate feedback on their work, and can make any number of attempts to score correct answers.

1. Using the product

a. Ways of use

The materials total 20 hours of learning, delivered within a virtual learning environment or VLE. The materials have been developed so that you can download individual sessions as stand-alone pieces of learning.

The material can be used in a number of ways:

- The learner can work on their own in an IT classroom environment with a tutor providing assistance. Individuals will be able to work at their own pace and support can be provided to those students who require a greater level of assistance.
- More able learners can work independently, either in a drop-in IT facility, from home or the workplace. Learners can work through the learning object and assess themselves at various stages and at the end of each session. This should allow for an effective use of both the learner and tutor time.
- The material can also be used in a whole class situation using an electronic whiteboard. The tutor can then engage the whole class in discussions about the content and encourage the students to work through the materials and assessments in groups.

a. Preparations for use

Take some time preparing to use the material with learners:

- Review the material yourself so that you are fully familiar with the content, activities and features.
- Identify for which students and programmes the material is likely to be relevant.
- Consider how you will prepare students to use the material. It may be that you need to cover pre-requisite knowledge or give students guidance on the practical aspects of using the online learning material.
- Identify the support you will need to provide for students while they are using the material.

a. Use in the curriculum

Although the material is computer based, tutor input and support is important if successful learning is to take place. The material is not intended as a replacement for the tutor.

- You will gain maximum benefit from the materials by integrating them with other aspects of the curriculum. Consider at what times during a course a particular topic will be more relevant.
- Consider ways of introducing the session. You could, for example, brainstorm with students at the start of the session what they already know about the topic.
- Consider how you could follow up the session. For example, you could lead a group discussion to summarise and consolidate what students have learned, or do some practical work.
- Consider ways of linking with assessment. For example, could learners draw on a session as part of an assignment?

a. Possible methods of customisation by the tutor

You may wish to adapt aspects of the material for your own use. For example, you could:

- Copy illustrations for use in handouts
- Use individual pages as the basis for overheads or PowerPoint presentations.

1. Accessibility information

The core navigation has been designed to be as accessible as possible. All navigational icons and functions are clearly 'alt tagged' and can be accessed using screen readers.

The design of the page 'reads well' using screen readers and other assistive technologies. The page entitled, "Help: Accessing these materials", reached via the access icon at the top, details the steps that can be taken by the user to change the displayed text size and colours and guidance on how to access the interactions/tests using a keyboard.

For non-sighted users, the text only version provides a comprehensive, alternative access version to the knowledge contained within the content.

Where interactive multimedia has been used (e.g. Macromedia FLASH) a user may click on it using the right hand mouse button. This will bring up a context specific menu allowing the user to zoom in and out of the media to see details more clearly.

In some instances, 'drag and drop' exercises have been included. These can be used using the standard mouse replication features of the host operating system. e.g. when using Windows™ a user can select "MouseKeys", found under the accessibility options settings. This allows single keystroke access to all the functions of a mouse, including picking up of objects, and dragging them around.

If an exercise or piece of media cannot be accessed using any of the above methods, the text only version provided will contain a comprehensive equivalent text.

2. Publication and copyright information

We would like to acknowledge the following people and organisations:

Writers:

- Steve Davies
- Kate May
- Mike Roberts
- Simon Rose
- Rosie Yeomans

Members of the working group:

- Andy Boorman , Writtle College
- Alan Busher, Sparsholt College
- Steve Davies, Reaseheath College
- Lindi Green, Oaklands College
- Geoff Hester, Cannington College
- Nigel Harrison, Askham Bryan College
- Bill Herring, Duchy College
- Steve Maros, Kingston Maurward College
- Ian Merrick, Oaklands College
- Philip Rhodes, Myerscough College
- Mike Roberts, Warwickshire College
- Simon Rose, Pershore College
- Rosie Yeomans, Sparsholt College
- Julie Youngs, Myerscough College

The project team:

- Steve Anson, Flash Animator, digitalbrain
- Mike Ridout, Sparsholt College
- Jenny Hunter, Project manager, digitalbrain
- John Meed, LBCNC
- Mark Robinson, Instructional Designer, digitalbrain

- Anna Rossetti, LBCNC
- Scott Thompson, Designer, digitalbrain

Appendix A – Relevant Qualification and titles

Title of Learning Unit	Learning objectives	NVQ/SVQ unit title
What is a weed?	<ul style="list-style-type: none"> • define a weed. • identify a number of harmful effects of weeds. 	Unit 11 Element 1: Maintain the health of plants outdoors
Types of weed	<ul style="list-style-type: none"> • define annual, ephemeral and perennial weeds by describing their life cycles • describe the way in which annuals, ephemerals and perennials survive from year to year. 	Unit 11 Element 1: Maintain the health of plants outdoors
Seedlings & young weeds	<ul style="list-style-type: none"> • recognise seedlings, young and mature weeds • match mature plants to their seedlings and younger versions. 	Unit 11 Element 1: Maintain the health of plants outdoors
Identifying weeds	<ul style="list-style-type: none"> • identify common problem weeds by both common and botanical name from a group of 20 weeds • state whether each of these weeds is annual, perennial or ephemeral • answer correctly sufficient questions about each of these weeds so that it can be identified from these answers. 	Unit 11 Element 1: Maintain the health of plants outdoors
Weed database and identification game	<ul style="list-style-type: none"> • identify common problem weeds by both common and botanical name from a group of 20 weeds • state whether each of these weeds is annual, perennial or ephemeral • answer correctly sufficient questions about each of these weeds so that it can be identified from these answers. 	Unit 11 Element 1: Maintain the health of plants outdoors
Weed prevention and mechanical control	<ul style="list-style-type: none"> • identify weed prevention methods • identify various methods of mechanical control of weeds. 	Unit 11 Element 1: Maintain the health of plants outdoors

Chemical methods of weed control	<ul style="list-style-type: none"> • identify the differences between selective and non-selective herbicides • identify the three modes of action for herbicides • select the most appropriate herbicide for a given horticultural situation. 	Unit 11 Element 1: Maintain the health of plants outdoors
Weed control - Health and Safety	<ul style="list-style-type: none"> • understand the need for health and safety regulations • know that both employers and employees have rights and responsibilities relating to health and safety set out in law • identify practical applications of the Health and Safety at Work Act (1974). 	Unit 11 Element 1: Maintain the health of plants outdoors
Reasons for pruning	<ul style="list-style-type: none"> • state the reasons for pruning or training a range of plants • identify plants that need pruning or training by the nature of their growth and site. 	Unit 11 Element 1: Maintain the health of plants outdoors
Understanding pruning	<ul style="list-style-type: none"> • identify types of bud on a plant • predict the growth expected after pruning a plant • identify the correct position to make a cut • say which pruning operations are appropriate for each season. 	Unit 11 Element 1: Maintain the health of plants outdoors
Pruning tools & training equipment	<ul style="list-style-type: none"> • select the appropriate tools and equipment for a range of pruning and training operations. 	Unit 11 Element 1: Maintain the health of plants outdoors
Pruning systems	<ul style="list-style-type: none"> • describe a range of pruning systems for ornamental plants. 	Unit 11 Element 1: Maintain the health of plants outdoors
Pruning and training	<ul style="list-style-type: none"> • describe the training of standards, espaliers, fans and cordons • name the pruning systems needed to train climbing plants. 	Unit 11 Element 1: Maintain the health of plants outdoors
Topiary	<ul style="list-style-type: none"> • identify a range of plants and shapes used for topiary • describe the training of a topiary 	Unit 11 Element 1: Maintain the health of plants outdoors

	form.	
Hedges	<ul style="list-style-type: none"> describe the initial training needed to establish a range of hedges identify a good hedge shape describe the cutting and annual pruning needed to maintain a hedge. 	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of a hedge	<ul style="list-style-type: none"> state the maintenance operations needed to keep a hedge in good condition list the tools and materials needed for hedge maintenance 	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of a lawn	<ul style="list-style-type: none"> state the maintenance operations needed to keep a lawn in good condition list the tools and materials needed for lawn maintenance. 	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of shrubs & small trees	<ul style="list-style-type: none"> state the maintenance operations needed to keep shrubs and small trees in good condition list the tools and materials needed for shrub and small tree maintenance. 	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of herbaceous perennials	<ul style="list-style-type: none"> state the maintenance operations needed to keep herbaceous perennials in good condition list the tools and materials needed for herbaceous border maintenance. 	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of annuals for bedding	<ul style="list-style-type: none"> state the maintenance operations needed to keep annuals in good condition list the tools and materials needed for maintenance of annuals. 	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of plants in pots	<ul style="list-style-type: none"> state the maintenance operations needed to maintain plants in pots list the tools and materials needed to maintain plants in pots. 	Unit 11 Element 1: Maintain the health of plants outdoors

Planning garden maintenance	<ul style="list-style-type: none"> plan garden maintenance operations for the correct time of year. 	Unit 11 Element 1: Maintain the health of plants outdoors
Introduction to soils	<ul style="list-style-type: none"> say what soil is made from explain how soil affects the ecology and economy of an area explain why soil is important to plants 	Unit 10 Element 1: Prepare ground conditions for establishing plants
Soil formation processes	<ul style="list-style-type: none"> explain soil formation processes give examples of each process. 	Unit 10 Element 1: Prepare ground conditions for establishing plants
Weathering processes	<ul style="list-style-type: none"> explain soil weathering processes give examples of the different processes. 	Unit 10 Element 1: Prepare ground conditions for establishing plants
Plant sources	<ul style="list-style-type: none"> describe the main sources that supply plants list the advantages and disadvantages of buying plants from each source. 	Unit 10 Element 2: Establish plants in soil
Plant specification	<ul style="list-style-type: none"> recognise plants are specified for planting list the advantages and disadvantages of using each category of plants. 	Unit 10 Element 2: Establish plants in soil
Plant selection and quality	<ul style="list-style-type: none"> recognise the signs of good quality in plants prior to buying them for use in the landscape recognise the signs of poor quality in plants so that you don't buy them for use in the landscape 	Unit 10 Element 2: Establish plants in soil
Plant handling	<ul style="list-style-type: none"> recognise the way to handle plants after lifting them from the nursery recognise the way to handle plants during transport from the nursery to the planting site recognise the recommended way to handle and store plants prior to planting them out in the landscape. 	Unit 10 Element 2: Establish plants in soil

Trees	<ul style="list-style-type: none"> • recognise the correct handling methods and planting techniques for different sizes of trees • select a suitable method of supporting trees to improve their chances of establishing successfully • identify the maintenance requirements for newly planted trees. 	Unit 10 Element 2: Establish plants in soil
Shrubs	<ul style="list-style-type: none"> • recognise the correct handling methods and planting techniques for different sizes of trees • select a suitable method of supporting trees to improve their chances of establishing successfully • identify the maintenance requirements for newly planted trees. 	Unit 10 Element 2: Establish plants in soil
Herbaceous perennials	<ul style="list-style-type: none"> • recognise the correct handling methods and planting techniques for herbaceous perennials • identifying the maintenance requirements for newly planted herbaceous perennials 	Unit 10 Element 2: Establish plants in soil
Bedding plants	<ul style="list-style-type: none"> • recognise the correct handling methods and planting procedure for bedding plants • identify the immediate maintenance requirements for newly planted bedding plants. 	Unit 10 Element 2: Establish plants in soil
Climbers	<ul style="list-style-type: none"> • recognise the correct handling methods and planting techniques for climbers • identify the initial maintenance requirements for newly planted climbers. 	Unit 10 Element 2: Establish plants in soil
Turf	<ul style="list-style-type: none"> • recognise the correct method of ground preparation of sites to be seeded or turfed • describe the correct method of sowing grass seed to create a lawn • describe the correct method of laying turf to create a lawn • identify the aftercare required to establish a newly sown and laid 	Unit 10 Element 2: Establish plants in soil

	lawn.	
Approaches to design	<ul style="list-style-type: none"> • understand the aesthetic principles involved in planting design • understand the difference between ornamental and structural planting • understand the difference between form and function • recognise that, to be successful, planting has to function correctly. 	Unit 17 Element 1: Establish decorative horticultural displays
Principles of planting design	<ul style="list-style-type: none"> • explain how form, texture and colour is applied in planting design • list the principles of planting design. 	Unit 17 Element 1: Establish decorative horticultural displays
Aesthetic principles	<ul style="list-style-type: none"> • describe the effect of aesthetic principles on planting design • apply aesthetic principles to create attractive designs. 	Unit 17 Element 1: Establish decorative horticultural displays
Form, habit and texture	<ul style="list-style-type: none"> • describe form, habit and texture • recognise different forms, habits and textures • use form, habit and texture to create interesting planting designs. 	Unit 17 Element 1: Establish decorative horticultural displays
Colour harmonies	<ul style="list-style-type: none"> • understand the different values associated with colour • recognise and understand each different colour harmony. 	Unit 17 Element 1: Establish decorative horticultural displays
The colour wheel	<ul style="list-style-type: none"> • name three primary colours and place them appropriately on a colour wheel • identify which primary colours make each of three secondary colours and place them appropriately on a colour wheel • name six tertiary colours, both by name and composition • identify which primary and secondary colours make each 	Unit 17 Element 1: Establish decorative horticultural displays

	tertiary colour and place them appropriately on a colour wheel.	
Introduction to site analysis	<ul style="list-style-type: none"> • State the importance of the site analysis • List the different main things you should note when carrying out a site analysis of a garden. 	Unit 17 Element 1: Establish decorative horticultural displays
Soil analysis	<ul style="list-style-type: none"> • State the different conditions you should note when carrying out a soil analysis. • Describe the effect soil conditions have on plant selection. 	Unit 17 Element 1: Establish decorative horticultural displays
Climate	<ul style="list-style-type: none"> • identify climatic conditions • describe how the climate will affect your choice of plants. 	Unit 17 Element 1: Establish decorative horticultural displays

Appendix B – Description of each unit

Title of Learning Unit	Short description of the unit	NVQ/SVQ unit title
What is a weed?	This session for students and tutors of amenity horticulture or gardening deals with the identification and problems caused by weeds	Unit 11 Element 1: Maintain the health of plants outdoors
Types of weed	This session for students and tutors of amenity horticulture or gardening deals with the various types of weed. Including details of their annual, perennial and ephemeral life cycles.	Unit 11 Element 1: Maintain the health of plants outdoors
Seedlings & young weeds	This session for students and tutors of amenity horticulture or gardening deals with identifying common weeds at an early stage in their growth and development.	Unit 11 Element 1: Maintain the health of plants outdoors

Weed database and identification game	This session for students and tutors of amenity horticulture or gardening deals with the identification of a variety of common weeds and provides a comprehensive database including images and audio.	Unit 11 Element 1: Maintain the health of plants outdoors
Weed prevention and mechanical control	This session for students and tutors of amenity horticulture or gardening deals with mechanical methods for preventing weeds. It tells you about the main methods including mulching, ground cover planting, hoeing, hand weeding and surface burning.	Unit 11 Element 1: Maintain the health of plants outdoors
Chemical methods of weed control	This session for students and tutors of amenity horticulture or gardening deals with chemical methods for preventing weeds. It tells you about types of herbicide and how they work to kill weeds	Unit 11 Element 1: Maintain the health of plants outdoors
Weed control - Health and Safety	This session for students and tutors of amenity horticulture or gardening deals with health and safety issues in weed control. It tells you about the safety equipment and procedures needed to minimise risk of accident or injury.	Unit 11 Element 1: Maintain the health of plants outdoors
Reasons for pruning	This session for students and tutors of amenity horticulture or gardening deals with why pruning and training may be necessary. It tells you about how pruning and training can improve fruit and flowering, control pest and disease and enhance the appearance of a plant.	Unit 11 Element 1: Maintain the health of plants outdoors
Understanding pruning	This session for students and tutors of amenity horticulture or gardening deals with making correct pruning cuts. It tells you about the correct position to make a cut and how to predict the growth expected after pruning a plant	Unit 11 Element 1: Maintain the health of plants outdoors

Pruning tools & training equipment	This session for students and tutors of amenity horticulture or gardening deals with pruning systems. It tells you about a range of systems for pruning ornamental plants.	Unit 11 Element 1: Maintain the health of plants outdoors
Pruning systems	This session for students and tutors of amenity horticulture or gardening deals with pruning systems. It tells you about a range of systems for pruning ornamental plants.	Unit 11 Element 1: Maintain the health of plants outdoors
Pruning and training	This session for students and tutors of amenity horticulture or gardening deals with training plants into specific forms. It tells you about the training of standards, espaliers, fans and cordons and the pruning systems needed for climbing plants.	Unit 11 Element 1: Maintain the health of plants outdoors
Topiary	This session for students and tutors of amenity horticulture or gardening deals with topiary. It tells you how to choose a plant suitable for topiary and how to train it into a topiary form.	Unit 11 Element 1: Maintain the health of plants outdoors
Hedges	This session for students and tutors of amenity horticulture or gardening deals with training and pruning hedges. It tells you about initial training needed to establish a range of hedge shapes and the cutting and annual pruning needed to maintain a hedge.	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of a hedge	This session for students and tutors of amenity horticulture or gardening deals with what's involved in keeping a hedge in good condition. It tells you about the maintenance operations and the tools and materials needed for hedge maintenance.	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of a lawn	This session for students and tutors of amenity horticulture or gardening deals with how to keep a lawn in good	Unit 11 Element 1: Maintain the health of plants outdoors

	condition. It tells you about the operations needed each year and the tools and materials needed for lawn maintenance.	
Maintenance of shrubs & small trees	This session for students and tutors of amenity horticulture or gardening deals with shrub and small tree maintenance. It tells you about the operations needed each year and the tools and materials to keep these plants in good condition.	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of herbaceous perennials	This session for students and tutors of amenity horticulture or gardening deals with maintaining herbaceous perennials. It tells you about the operations needed each year and the tools and materials needed to keep an herbaceous border in good condition.	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of annuals for bedding	This session for students and tutors of amenity horticulture or gardening deals with maintaining annuals for bedding. It tells you about the operations needed each year and the tools and materials needed to keep annual plants in good condition.	Unit 11 Element 1: Maintain the health of plants outdoors
Maintenance of plants in pots	This session for students and tutors of amenity horticulture or gardening deals with maintenance of plants in pots. It tells you about the operations needed each year and the tools and materials needed to keep plants in pots in good condition.	Unit 11 Element 1: Maintain the health of plants outdoors
Planning garden maintenance	This session for students and tutors of amenity horticulture or gardening deals with maintaining a garden. It tells you about planning the operations needed to maintain a garden through a year. It also helps you to plan maintenance for the correct time of year.	Unit 11 Element 1: Maintain the health of plants outdoors

Introduction to soils	This session for students and tutors of amenity horticulture or gardening deals with why soil is important. It tells you what soil is made from and how it helps plants to grow,	Unit 10 Element 1: Prepare ground conditions for establishing plants
Soil formation processes	This session for students and tutors of amenity horticulture or gardening deals with the processes that create soil. It tells you about how human activity and natural processes can add to soil or cause losses or transformations in a soil.	Unit 10 Element 1: Prepare ground conditions for establishing plants
Weathering processes	This session for students and tutors of amenity horticulture or gardening deals with soil weathering processes. It tells you about how chemical and physical processes work together to aid the formation of soil	Unit 10 Element 1: Prepare ground conditions for establishing plants
Plant sources	This session for students and tutors of amenity horticulture or gardening deals with plant sources. It tells you about the different ways of buying plants.	Unit 10 Element 2: Establish plants in soil
Plant specification	This session for students and tutors of amenity horticulture or gardening deals with plant specifications. It tells you about the different ways of specifying plants.	Unit 10 Element 2: Establish plants in soil
Plant selection and quality	This session for students and tutors of amenity horticulture or gardening deals with plant selection and quality. It tells you about the signs of good quality that you need to look for when selecting different types of plants for use in the landscape.	Unit 10 Element 2: Establish plants in soil
Plant handling	This session for students and tutors of amenity horticulture or gardening deals with plant handling. It tells you about the correct way to handle plants from lifting in the nursery to delivery on site prior to planting them out.	Unit 10 Element 2: Establish plants in soil

Trees	This session for students and tutors of amenity horticulture or gardening deals with planting forest transplants, whips and standard trees. It tells you about the right way to handle trees during planting and how to plant them correctly. It also looks at the initial aftercare of the plant.	Unit 10 Element 2: Establish plants in soil
Shrubs	This session for students and tutors of amenity horticulture or gardening deals with planting bare root shrubs, root balled shrubs and pot grown shrubs. It tells you about the right way to handle shrubs during planting and how to plant them correctly. It also looks at the initial aftercare of the plant.	Unit 10 Element 2: Establish plants in soil
Herbaceous perennials	This session for students and tutors of amenity horticulture or gardening deals with planting herbaceous plants. It tells you about the right way to handle herbaceous plants during planting and how to plant them correctly. It also looks at the initial aftercare of the plant.	Unit 10 Element 2: Establish plants in soil
Bedding plants	This session for students and tutors of amenity horticulture or gardening deals with planting bedding plants. It tells you about the right way to handle bedding plants during planting and how to plant them out correctly. It also looks at the initial aftercare of the plant.	Unit 10 Element 2: Establish plants in soil
Climbers	This session for students and tutors of amenity horticulture or gardening deals with planting climbers. It tells you about the right way to handle climbers during planting and how to plant them correctly. It also looks at the initial aftercare of the plant.	Unit 10 Element 2: Establish plants in soil
Turf	This session for students and tutors of amenity horticulture	Unit 10 Element 2: Establish plants in soil

	<p>or gardening deals with planting lawns. It tells you about the right way to handle and lay turf, and how to prepare and sow grass seed. It also looks at the initial aftercare of the lawn.</p>	
Approaches to design	<p>This session for students and tutors of amenity horticulture or gardening deals with how designers approach garden design. It tells you about the principles involved in gardening design and how a balance must be achieved between the functional and the aesthetic.</p>	Unit 17 Element 1: Establish decorative horticultural displays
Principles of planting design	<p>This session for students and tutors of amenity horticulture or gardening deals with the principles of planting design. It tells you about how designers create effective plant associations.</p>	Unit 17 Element 1: Establish decorative horticultural displays
Aesthetic principles	<p>This session for students and tutors of amenity horticulture or gardening explains the role of aesthetic principles in design. It tells you about the design principles that are applied when designing a planting plan and how they can be used to create attractive beds and borders.</p>	Unit 17 Element 1: Establish decorative horticultural displays
Form, habit and texture	<p>This session for students and tutors of amenity horticulture or gardening explains the role of form, habit and texture in garden design. It tells you about these important plant characteristics and how they can be used when designing a planting plan.</p>	Unit 17 Element 1: Establish decorative horticultural displays
Colour harmonies	<p>This session for students and tutors of amenity horticulture or gardening deals with the values of colour; hue, tint, tone, and shade and also colour harmonies; monochromatic, analogous, polychromatic, complementary, split-complementary, near-</p>	Unit 17 Element 1: Establish decorative horticultural displays

	complementary, triadic, contrast, tetradic.	
The colour wheel	This session for students and tutors of amenity horticulture or gardening deals with understanding the importance of colour in garden design. The colour wheel shows how the primary colours, blue, red and yellow can be mixed to make other secondary and tertiary colours, and how these colours are displayed on a colour wheel.	Unit 17 Element 1: Establish decorative horticultural displays
Introduction to site analysis	This session for students and tutors of amenity horticulture or gardening introduces site analysis, an important stage in the garden design process. It describes the main things you should note when carrying out a site analysis of a garden, including growing conditions, existing landscape and surroundings.	Unit 17 Element 1: Establish decorative horticultural displays
Soil analysis	This session for students and tutors of amenity horticulture or gardening introduces the analysis of soil. It tells you how soils can affect your choice of plant material in design and the factors you should note when carrying out a soil analysis.	Unit 17 Element 1: Establish decorative horticultural displays
Climate	This session for students and tutors of amenity horticulture or gardening discusses how climatic conditions influence a site analysis. It tells you how the climate can affect your choice of plants in a design and which climatic factors you should note when carrying out a site analysis.	Unit 17 Element 1: Establish decorative horticultural displays
Planting designer	This session for students and tutors of amenity horticulture or gardening deals with planning and designing a border to a specified brief. It is a whole application that allows you to select plants	Unit 17 Element 1: Establish decorative horticultural displays

	<p>from a virtual nursery and compose them on a given site. There are four design briefs; a summer bedding scheme, shrub border, mixed border and herbaceous border. You can also use the plants and sites to create a border to your own design or specification.</p>	
--	--	--

Appendix C – Title of each learning unit and the element

NVQ/SVQ Unit title	Element	Title of Learning Unit
Maintaining plants outdoors	Maintain the health of plants outdoors (Element 1)	What is a weed?
		Types of weed
		Seedlings and young weeds
		Identifying weeds
		Weed prevention : mechanical methods
		Weed prevention : chemical methods
		Weed control : Health & safety
		Reasons for pruning and training
		Understanding pruning
		Pruning tools & training equipment
		Pruning systems
		Training systems
		Topiary
		Hedges
		Maintenance of a hedge
		Maintenance of a lawn
		Maintenance of shrubs & small trees
Maintaining herbaceous perennials		

		Maintaining annuals for bedding
		Maintenance of plants in pots
		Planning garden maintenance

Establishing plants outdoors	Prepare ground conditions for establishing plants (Element 1)	Introduction to soils
		How soil is formed
		Soil formation processes
		Weathering processes
	Establish plants in soil (Element 2)	Plant sources
		Plant specification
		Plant selection and quality
		Plant handling
		Planting trees
		Planting shrubs
		Planting herbaceous plants
		Planting bedding plants
		Planting climbers
		Planting turf

Establish and maintain decorative amenity areas	Establish decorative horticultural displays (Element 1)	Approaches to design
		Principles of planting design
		Aesthetic principles
		Form and texture
		Introduction to colour

		Colour harmonies
		Colour harmony machine
		Introduction to site analysis
		Introduction to soil analysis
		Climate
		Design borders